SC Annual School Report Card Summary

WILLIAM S SANDEL ELEMENTARY
Richland 1
Grades: PK-5 **Enrollment: 535**
Principal: Fae M. Young
Superintendent: Dr. Percy A. Mack
Board Chair: Dwayne Smiling

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

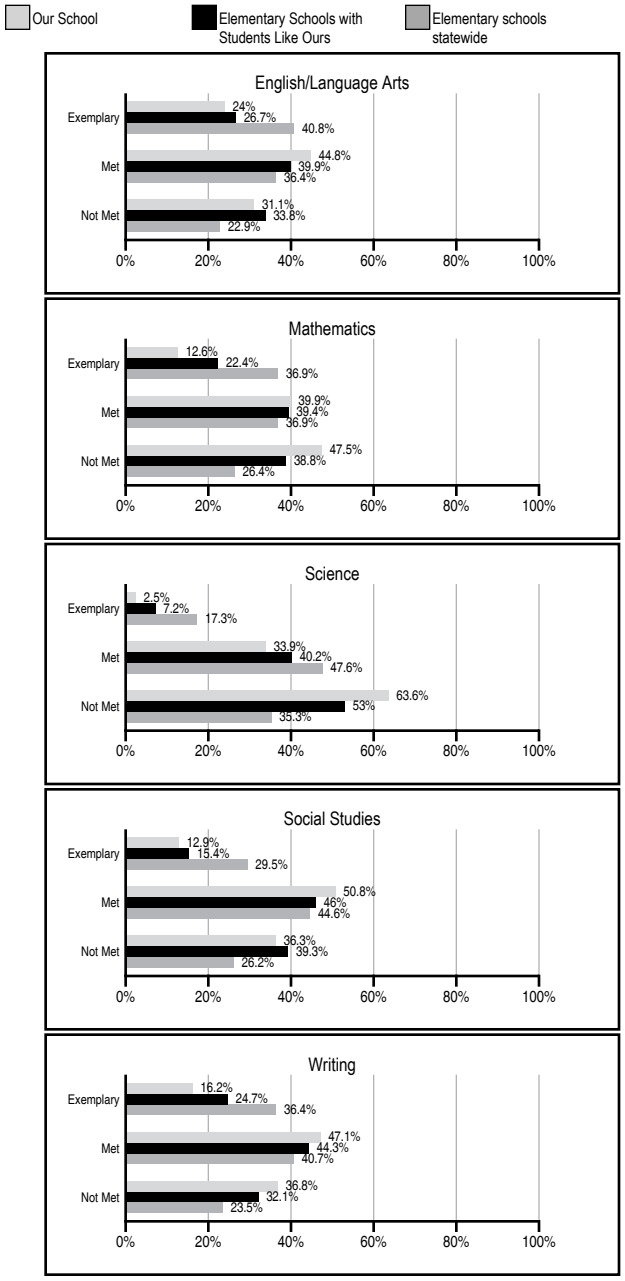
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	Below Average	Average	TBD	TBD	Not Met	N/A
2010	Below Average	Below Average	N/A	N/A	Met	N/A
2009	Average	Average	N/A	N/A	Met	N/A

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	8	92	53	23

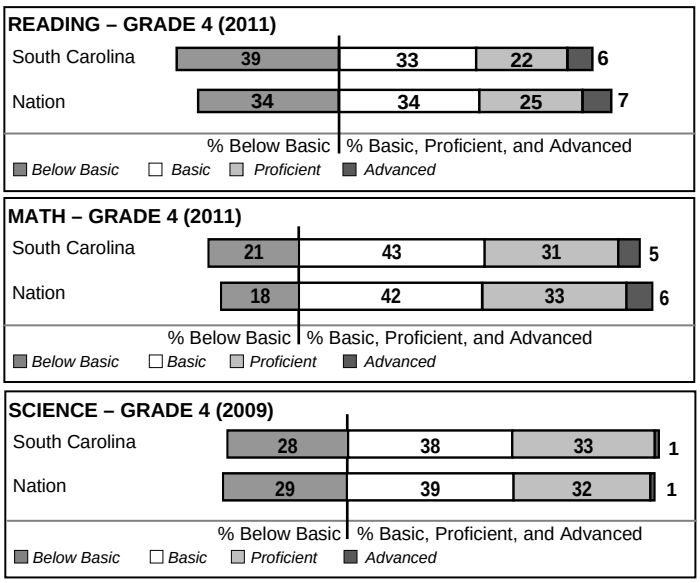
** Ratings are calculated with data available by 11/09/2011. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.*

PASS PERFORMANCE



NAEP PERFORMANCE*

** Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.*



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key
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WILLIAM S SANDEL ELEMENTARY [Richland 1]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=535)				
Retention rate	2.6%	Up from 2.1%	1.5%	1.1%
Attendance rate	95.3%	Down from 95.6%	96.2%	96.2%
Served by gifted and talented program	5.3%	Up from 4.3%	5.5%	13.4%
With disabilities other than speech	2.5%	Down from 9.4%	4.3%	4.1%
Older than usual for grade	0.5%	Down from 0.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.6%	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	67.6%	Down from 68.6%	61.8%	62.5%
Continuing contract teachers	86.5%	Up from 82.9%	82.4%	88.2%
Teachers returning from previous year	90.6%	Up from 89.4%	84.7%	87.8%
Teacher attendance rate	93.4%	Down from 93.8%	95.2%	95.2%
Average teacher salary*	$49,073	Down 5.2%	$45,083	$46,773
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	8.9 days	Up from 8.8 days	10.6 days	10.5 days
School				
Principal's years at school	12.0	Up from 10.0	3.8	4.0
Student-teacher ratio in core subjects	21.7 to 1	No Change	17.6 to 1	19.9 to 1
Prime instructional time	86.8%	Down from 88.5%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,174	Down 11.0%	$8,426	$7,447
Percent of expenditures for instruction**	80.5%	Down from 82.2%	67.8%	68.4%
Percent of expenditures for teacher salaries**	77.9%	Up from 74.2%	64.2%	65.8%
% of AYP objectives met	76.9%	Down from 100.0%	76.9%	90.5%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	23	67	30
Percent satisfied with learning environment	87.0%	87.9%	83.3%
Percent satisfied with social and physical environment	100.0%	86.6%	76.7%
Percent satisfied with school-home relations	56.5%	87.9%	72.4%

*Only students at the highest elementary school grade level at this school and their parents were included.

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W. S. Sandel Elementary takes pride in making AYP for the second year in a row. As a culturally diverse school of 551 students we celebrate 6 different ethnic groups. Our certified staff continues to focus on professional growth as we add two additional National Board certified teachers to the 100% highly qualified instructional staff.

In keeping with our mission to prepare every student to be successful contributing citizens, our focus continues to be on all the components of literacy and the improvement of all the mathematical concepts. The process used to monitor instructional delivery and student learning includes the Cycle of Continuous Improvement (PDCA), data teams and literacy teams. We utilized the district common assessment results, MAP assessments and PASS data to determine the instructional needs of the students in grades 3-5. InView, CogAT, Dominie, ElSA and the district Math Assessment are used to determine the instructional needs of students in grades PreK-2. To assist with addressing gaps in the curriculum and to identify students and their skill levels, TargetTeach provides five steps to curriculum alignment that include strategies, resources, tasks, and reports. Response to Intervention is another process used to address the different tiers of student performance. MAP testing, STAR Reading and Math Inventory and SuccessMaker are used to monitor students' progress. Student gains are celebrated at the end of each assessment cycle.

Other programs designed to assist students is the after school Comprehensive Remediation Program (CRP), SuccessMaker Lab for grades 3-5, Study Island, Think Central Math, and Accelerated Reading and Math computer assisted programs. These programs provide students with individual levels of practice in the core subject areas. SCE&G sponsors a Homework Center to meet the needs of students in grades 2 and 3 who do not qualify for the district's after-school tutorial program. The Reading Teacher also provides instruction to targeted students in one-to-one and small group instruction utilizing SIPPS and Making Meaning programs. Partnering with the Midlands Reading Consortium (MRC) has provided one-to-one support to students in 1st grade and ATA funds supports part-time staffing of school day tutors that focuses exclusively on students not meeting standards in reading and math.

The initiation of three school wide reading programs; "Reading World Series", "Read to Lead a Better Life" and "Reading March Madness" kept students reading year round and pushed our number of books read to approximately 22,000 with 84% accuracy bases on AR goals.

Our relationship with City Year Corp Members has helped to foster good citizenship, team work and conflict resolution as well as support our focus on literacy.

Additional programs and incentives that promote parent involvement in our learning community increased parent engagement by 10% based on sign-in sheets, phone calls and home visits. We believe that together we can accomplish the school and district goals to ensure optimum students' performance for a promising future.

Wanda D. Jones, SIC Chairperson
Fae M. Young, Principal

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